

Disability Awareness Month

MAYOR'S STORY HOUR AND LIBRARY DISPLAY

An excellent way to inform children and adults in your community about Disability Awareness Month is to arrange for a story hour and display at your local public and/or school libraries. Meet with your school or local library first to discuss this.

Library Story Hour

Ask your mayor (or another community leader) to read a book about children with disabilities to a group of children with and without disabilities.

To arrange for your city's mayor to participate in the story hour, contact the mayor's office as soon as possible and find out who is in charge of scheduling appearances. It is important that you make initial contact right away because often the mayor's activity calendar is booked weeks in advance.

Once you reach the appropriate staff member, explain that March is Disability Awareness Month. Then explain that on the local level, your organization is planning a library story hour and would like the mayor to read to an audience of children with and without disabilities. Explain the grade level, schools the participating children are from and how they were selected. Ask if the mayor would need your request in writing. If so, provide all the details. Once the mayor agrees to participate in the story hour, select a date and time with your contact person at the mayor's office. After the details are arranged, send the mayor a follow-up letter that confirms important information, including the stories he/she will be reading.

Media Relations – Library Story Hour

Coverage in the local media can help attract attention to the story hour. Work together with the library or mayor's office to determine who will make media contacts. If either agency routinely sends news releases to local media, the respective office might prefer to prepare a release.

If you will be handling media relations, prepare a short news release and send it to your local media two weeks before your event. To obtain the appropriate media contacts in your area, call to get the names of the editor(s) of the newspaper(s) and the news director(s) of radio and television stations. Be sure to get the correct spelling of media representatives' names, titles and current mailing addresses.

You will need to retype the enclosed sample news release onto your organization's letterhead. Make sure to include a contact name and phone number on the release. If you do not have letterhead, use white bond paper (not onion skin or erasable paper). A follow-up call one or two days before the event helps to attract interest.

Ask friends to help you track media coverage by taping newscasts on their VCRs and watching the newspaper(s) for stories.

Be sure to greet the media representatives who attend and write down their names and publication/station for follow-up purposes.

It is recommended that you provide follow-up materials to the media who weren't able to attend. A news release is enclosed as a guide for preparing an "after-the-fact" announcement. This release should be sent to local newspapers and radio and TV stations. If you have black-and-white photos, submit them along with the releases to print media. Be sure all persons in the photos are identified on the backs of photos. To avoid damaging the photograph, do not write directly on it; instead, type the names on an adhesive label and affix it to the back of the photo.

Follow Up

It is thoughtful to send a thank you letter to the media, showing your appreciation for their efforts. The librarian and the school/library displaying items should also be recognized. If a story hour was held, send a thank you note to your mayor. The enclosed thank you letters will give you an idea of an appropriate letter to send. You should adapt them to fit your situation.

Library Display

To arrange an Awareness Month display during March, contact your school or local library(ies) at least one month in advance and ask to speak with the librarian in charge of displays. Give this person general information about disabilities and explain that you have some display materials that can be used. Check to see if March is available

for the display. If March is already booked, ask if another month is clear or perhaps the display could be an exhibit for a portion of the month.

When working with the librarian, keep in mind that a high traffic area of the library will increase your event's visibility and help the general public become aware of the abilities of people with disabilities. Following your meetings with the librarian(s), you might want to send a confirmation letter.

The display can include fiction and non-fiction works that positively describe people with disabilities. You can also provide the library with Awareness Month posters to brighten up the display. Bookmarks make fun and useful give-aways. (Posters and bookmarks are available through the Council.) Your organization might have additional display materials to include. The enclosed timeline will help you organize and plan your event.

Reference Books

Whether or not the school or library can set up a display on disabilities, inform your contact that you have a reference book list you would like to share with them. Suggest that either the school or the library purchase several books about disabilities in observance of Disability Awareness Month in March. Or, your organization might want to donate appropriate books. The enclosed reference list has books available about motor, visual, hearing, learning and emotional disabilities, as well as mental retardation. Each book specifies the appropriate grade level.

Media Relations – Library Display

Send a news release about the Disability Awareness Month display to local media. Check with the library to see if it is already planning to send out a media advisory or calendar release.

NOTE: In the past, the library display project has taken 5-7 hours to complete.

(Sample Media Advisory)

For Immediate Release
(Date)

Contact:
(Your name)
(Your phone)

(Librarian's name)
(Library phone)

MEDIA ADVISORY

What Children's Story Hour to promote disabilities awareness

Local grade school children are invited to attend (Anytown) Public Library's special story hour focusing on people with disabilities and their contributions to society.

Who Mayor (Joe Smith) will be the guest reader for the story hour.

When (Wednesday, March __, 20__)
(10 a.m.)

Where (Anytown) Public Library
(123 Main Street)

Why To increase children's awareness, understanding and acceptance of physical and mental disabilities.

#

(Sample Library Story Hour Release)

For Immediate Release
(Date)

Contact:
(Your name)
(Your phone)

(Librarian's name)
(Library phone)

Mayor (Smith) to Participate in Library Story Hour

(Anytown,) Ind. – Mayor (Joe Smith) was guest reader at the children's story hour at (Anytown) Public Library on (March 7) to help celebrate Disability Awareness Month.

(Smith) read several stories about children with disabilities to an audience of youngsters with and without disabilities. About (40) children from local elementary schools attended.

"Children are very curious about their environment and the people who are in it," said (Smith). "By allowing children with and without disabilities to share a common experience together, we can help increase their awareness of each other."

Across the United States during the month of March, Awareness Month activities are underway. In Indiana, community groups, businesses, schools and other organizations are participating in a variety of events to increase our understanding that individuals with disabilities are people first and have many abilities.

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(Sample Library Display News Release)

For Immediate Release
(Date)

Contact:
(Your name)
(Your phone)

(Librarian's name)
(Library phone)

Local Library to Sponsor Disabilities Awareness Display

(Anytown,) Ind. – (Anytown) Public Library is sponsoring a disabilities awareness display during March to celebrate Disability Awareness Month.

The display contains fiction and non-fiction works that describe people with various disabilities, as well as posters and bookmarks promoting awareness month.

“The display is a good way to focus public attention on the needs of people with disabilities,” said (Jane Doe), librarian. “We have lots of books that show that people with disabilities have needs and feelings and are accomplished just like the rest of us. We hope many local residents will check out these books to better their understanding of disabilities and increase awareness.”

The public is invited to view the display free of charge.

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Note to the Editor: We invite a reporter to visit the display and prepare a feature article on disabilities awareness.

(Sample Library Story Hour Thank You Letter)

(Date)

The Honorable (Joe Smith)
Mayor of (Anytown)
(123 Main Street)
(Anytown), Indiana (46000)

Dear Mayor (Smith):

Thank you for volunteering your time to take part in our Library Story Hour at the (Anytown) Library as part of Disability Awareness Month.

The children really enjoyed the stories you read about other children with disabilities, and it helped those without disabilities understand what it is like to have a disability. Activities such as these are helping improve our community's acceptance and understanding of people with disabilities and disability issues.

Thanks again for your support.

Sincerely,

(Your Name)
(Title)

(Sample Display Thank You Letter)

(Date)

Mr. (John Doe)
(Title)
(XYZ Library/School)
(123 Main Street)
(Anytown), Indiana (46000)

Dear (Mr. Doe):

Thank you for sponsoring a disabilities awareness display in the (Anytown) Public Library as part of Disability Awareness Month in March. The display will increase (Anytown) residents' awareness of disability issues and improve their overall acceptance and understanding of people with disabilities.

We also appreciate the library's willingness to purchase books about disabilities for children and adults. We look forward to seeing them available soon.

Thanks again.

Sincerely,

(Your Name)
(Title)

LIBRARY STORY HOUR TIMELINE CHECKLIST

** This timeline checklist should be adjusted according to your planning time frame.

Six to eight weeks before the event:

_____ Contact the mayor's office to request an appearance. Send a request in writing if necessary.

Five weeks before the event:

_____ Confirm that the mayor is willing to participate.

_____ Work with the mayor's office to choose a date and time for the story hour.

_____ Ask whether you or a representative of the mayor's office will be coordinating media relations.

Four weeks before the event:

_____ Call the local newspaper(s), radio and television station(s) and get contact names for the release and PSA you will be mailing. Be sure to get the correct spelling of name, titles and mailing address.

One week before the event:

_____ Mail or fax the media advisory to the appropriate contacts. A few days after you send the materials, follow up with your contacts to make sure they received the advisory.

_____ Arrange to have a volunteer take pictures of the mayor reading to the children. Use black-and-white film so you can send prints to the media after your event. You might want to take the pictures yourself.

After the event:

_____ Send thank you letters to the appropriate people.

_____ Send a follow-up release and a black-and-white photo to the local newspaper(s) that did not cover your event. Be sure to clearly identify those photographed.

LIBRARY DISPLAY TIMELINE CHECKLIST

** This timeline checklist should be adjusted according to your planning timeframe.

Six to eight weeks before your display opens:

- _____ Call your local community and/or school librarians and request a display about disabilities. Send a written confirmation letter.
- _____ Meet with the librarian to plan the library display.
- _____ Work with the librarian to design the display.

Two weeks before your display opens:

- _____ Call the local newspaper(s), radio and television station(s) and get contact names for the release you will be mailing. Be sure to get the correct spelling of names, titles and mailing address.
- _____ Mail the release to the appropriate contacts. A few days after you mail the materials, follow up with your contacts to be sure they received the release.
- _____ Deliver posters, bookmarks and other materials to the library.

One week before your display opens:

- _____ Remind your friends and volunteers to help you monitor the media coverage.
- _____ Contact the librarian to be sure that the display is on schedule.

After your display closes:

- _____ Send thank you letters to the appropriate people.

**DISABILITY AWARENESS MONTH
RESOURCE LIST -- CHILDREN'S BOOKS**

(V) Available in the VSA arts of Indiana Resource Center

Abery, B., *Yes I can program*.

Adams, B., *Like it is: Facts and feelings about handicaps from kids who know*.

Adler, C.S., *Eddie's blue-winged dragon*, Putnam, 1988. This book about a sixth-grade boy with epilepsy is highly recommended and offers a view of mainstreaming. It is written for grades 4 – 6.

Aiello, Barbara & Jeffrey Shulman, *The kids on the block series*, 21st Century Books, Frederick, MD. Each of these books deals with a topic through a fictional portrait of a middle school age child and features a question and answer section at the conclusion.

A portrait of me, 1989: Eleven-year old Christin copes successfully with her diabetes but finds it much more difficult to come to terms with her Greek-American heritage. A question and answer section at the end discusses diabetes and its treatment.

Secrets aren't (always) for keeps, 1988: After successfully hiding her learning disability from her Australian pen pal, Jennifer becomes very apprehensive when her friend announces she is coming for a visit and wants to spend a day at her school.

It's your turn at bat, 1988: While reluctantly doing research on sewing machines for a school report, Mark, a fifth-grader with cerebral palsy, discovers that the money for his team's baseball jerseys, for which he was responsible, is missing.

Hometown hero, 1989: Fifth-grader Scott reveals in his diary how he deals with his asthma and the outcome of his encounter with a homeless person he meets in the library.

On with the show!, 1989: A fifth-grader having trouble coming to grips with her parents' divorce directs a class show of music from "The Good Old Days."

Business is looking up. When an 11-year-old who is visually impaired sets up a greeting card service for his stepfamilies, he discovers there is a lot more to running a business than just making money.

Trick or treat or trouble, 1989: Just as friends sometimes misunderstand about his epilepsy, Brian's misconceptions about a funeral home are cleared up on Halloween night.

Friends for life, 1988: The Woodburn School Video Club is making a movie, and the club's sponsor is Natalie Gregg. Amy Wilson, a student in the group, overhears two parents demanding that the assistant principal confirm reports that Mrs. Gregg has AIDS

and get her out of school. Amy visits Mrs. Gregg and her husband, reads about AIDS, and helps her friends make their video about the disease. Unlike the other books in the series, the questions and answers are addressed in the text.

Alda, A., *Sonya's mommy works*.

Amadeo, Diana M., *There's a little bit of me in Jamey*, Whitman, 1989. This book was written about a boy with leukemia. Brian feels frustrated by the warnings he has been given and the special attention his brother Jamey is getting. When Jamey's condition doesn't improve after chemotherapy, Brian's father talks to him about a bone marrow transplant. Brian is a perfect match. The story was written by a nurse who presents the theme in an unsentimental, poignant way. Reading level: grades 3 – 4.

Andrews, Jean F., *The Flying Fingers Club*, Kendall Green, 1988. Donald is bitter about having to repeat third grade to attend special classes for certain subjects. But he meets Matt, who is deaf and attends class with an interpreter. A friendship begins as Donald learns first to finger spell and then sign. Reading level: grades 3 – 5.

Arthur, C., *My sister's silent world*.

Aseltine, L. & Mueller, E., *I'm deaf and it's okay*.

Bellet, J., *A-B-C-ing: An action alphabet*.

Bentancourt, Jeanne, *My name is Brian*, Scholastic, Inc., New York, N.Y., 1993. Brian is a terrible student. His family thinks he's lazy, but his friends think he's funny, especially when he spells his own name wrong! But he's not trying to be funny, and when he finds out he has dyslexia, he begins to learn a whole new way of learning and a way of looking at his sixth grade world. This book helps all children understand this learning disability.

Berger, Gelda , *Learning disabilities and handicaps*.

Berkus, Clara Widess, *Charlie's chuckle*, Woodbine House, Rockville, MD, 1992. (V) This book is fully illustrated with an out-of-the-ordinary hero, an adventurous seven-year-old boy who happens to have Down's Syndrome. This thought-provoking tale will encourage youngsters with special needs to recognize their talents, while teaching all children that everyone has an important contribution to make.

Bodenheimer, C., *Everybody is a person: A book for brothers and sisters of autistic kids*.

Booth, Barbara D., *Mandy*, Lathrop, Lee and Shepard Books, 1991. Mandy is a young girl who is deaf and lives with her grandmother. This picture book gives hearing children an excellent understanding of what life with deafness might be like.

Bouchard, Lois Kalb, *The boy who wouldn't talk*, Doubleday, Garden City, NY, 1969. This book presents a realistic portrait of the developing friendship between Carlos, a

young Puerto Rican boy who refuses to talk because of the difficulties of learning English, and Ricky, a boy who is blind who cannot communicate with Carlos unless he talks.

Bourke, L., *Handmade ABC: A manual alphabet*.

Brodie, J., *As I am: Portraits of persons with a developmental handicap* [videorecording].

Brown, Tricia and Fran Ortiz, *Someone special just like you*, Henry Holt & Co., New York, NY, 1984. A book written for preschool/early childhood students about the universal enjoyments of childhood that all children can realize, including children with disabilities. Illustrated with photos by Ms. Ortiz which depict children with and without disabilities doing ordinary activities.

Buller, Dorothy, *Cushla and her books*.

Cairo, S., Cairo, J., & Cairo, T., *Our brother has Down's Syndrome*.

Carlson, N. *Arnie and the new kid*.

Caseley, Judith, *Harry and Willy and Carrothead*, Greenwillow, 1991. Harry was born with one hand and uses a prosthesis. To his classmates, Harry is just one of the kids. He helps his friend Oscar who hates the nickname, "Carrothead." Reading level: preschool - grade 2.

Cassidy, Sylvia, *M.E. and Morton*.

Charlip, R., *Handtalk birthday*.

Children's Museum of Boston, *What if you couldn't...? An elementary school program about handicaps* [kit].

Clifton, L., *My friend Jacob*.

Cohen, Miriam, *See You Tomorrow, Charles*, Greenwillow, 1983. Charles joins his first-grade classmates in play and participates in activities. They learn that his blindness might make some tasks difficult, but he can do a lot for himself and should be treated the same as other students. Reading level: preschool – grade 2.

Corcoran, Barbara, *A dance to still music*.

Cowley, Joy, *The silent one*.

Curtis, P., *Cindy, a hearing ear dog*.

Curtis, P., *Greff: The story of a guide dog*.

Dacquino, Vincent T., *Kiss the candy days good-bye*, Delacarte, 1989. When Jimmy is in the seventh grade, he is paired with the team captain for wrestling. Despite a big appetite, he is losing weight. As he tries to find his friend so that he can talk to her about his symptoms, he collapses and is rushed to the hospital. After a struggle, he learns that he must be truthful with his friends about his newly diagnosed illness so that they can help him if he needs it. This is a good discussion starter for diabetes support groups.

Dalrymple, N., *Autism: Being friends*. [videorecording]

Davis, K., Mecca, A., & Westberg, L., *A classroom explores disabilities: A guide for teaching young children*. [videorecording]

DeAngeli, M., *The door in the wall*.

DeClements, Barthe, *Sixth grade can really kill you*, Viking Press, 1985. "Bad Helen" is disruptive in sixth grade, and her grades might keep her from entering junior high. She covers up her inability to read by doing pranks. Above average in intelligence, she is good in math, gym and music. The author captures classroom dynamics and natural dialogue as Helen struggles with her learning disability. Reading level: grades 4 – 7.

DePaola, T., *Now one foot, now the other*.

DePoix, C., *Jo, Flo and Yolanda*.

Dick, Jean , *Mental and emotional disabilities*.

Dunlap, Eileen, *The Valley of the Deer*, Holiday, 1989. When she is 13, Anne Farrar and her parents and sister spend a year in Scotland, where her archeologist parents excavate an ancient burial mound scheduled to be flooded. Anne becomes interested in Alice Jardyne, who died in 1726, and was blotted out of the Book of Life for witchcraft. While researching, Anne becomes friends with a local woman with polio who uses a wheelchair. This story gives insight into two periods of time and how differences in physical disability affected the lives of two women. Reading level: grades 6 – 9.

Emmert, M., *I'm the big sister now*.

English, Jennifer, *My mommy's special*.

Ethridge, Kenneth E., *Toothpick*, Holiday, 1985. Glenwood High School has a new student, Janice Brooks. Jamie Almont's friends nickname her Toothpick because she is so thin. Janice is frequently absent from school because of her cystic fibrosis. Jamie looks up information about the disease and visits his friend in the hospital. This is a middle school novel portraying, without melodrama, the illness that causes the death of a young person.

Fanshawe, Elizabeth Rachel, *The Bodley Head*, London, 1975. This book about a little girl named Rachel achieves a balanced, realistic tone that is honest and positive. Rachel uses a wheelchair. She talks about her life in a straight-forward, easy manner and is neither a hero nor a victim.

Fassler, J., *Howie helps himself*.

Feingold, S. Norman, *Your future: A guide for the handicapped teenager*.

Ferris, C., *A hug just isn't enough*.

Fleming, Virginia, *Be good to Eddie Lee*, Philomel Books, New York, NY, 1993. (V) Ms. Fleming's close relationship with a child with Down's Syndrome inspired her to write this story that portrays the feeling, honesty and sensitivity of children with Down's Syndrome. Eddie is initially rejected by the kids in his neighborhood. Reading level: upper elementary.

Flodin, Mickey, *Signing for kids*, Perigee Books, New York, N.Y., 1991. (V) Seventeen chapters of signs, with special areas of interest to children including: pets and other animals, family, friends and thoughts and feelings, etc. Signs are illustrated by line drawings, with verbal explanations.

Forrai, M., *Look at physical handicaps*.

Friends who care: A disability awareness program for elementary students. [kit]

Friis-Baastad, Babis, *Don't take Teddy*.

Gehret, Jeanne, *The Don't Give-Up Kid, and Learning Differences*, Verbal Images Press, Fairport, NY, 1990. (V) As Alex becomes aware of his different learning style, he realizes that his hero, Thomas Edison, faced similar problems. Together they try new solutions until they succeed at their dream to create things no one ever thought of before. The book also contains an expanded parent resource guide.

Gehret, Jeanne, *Eagle eyes, A child's guide to paying attention*, Verbal Images Press, Fairport, NY. (V) An encouraging tale of how one child, Ben, learns to recognize and control his Attention Deficit Disorder (ADD). An intelligent and thoughtful book for children with ADD and their families.

Gettin' in touch: An introduction to Braille. [kit]

Giff, Patricia Reilly, *The beast in Ms. Rooney's room*, Dell, 1984. Ms. Rooney's second-grade class includes Richard Best, who calls himself "Beast." Richard has firm opinions about his classmates and feels self-conscious reading in a special group because of his learning disability. Reading level: grades 2 – 4.

Girion, Barbara, *A handful of stars*.

Glazzard, M., *Meet series*.

– *Meet Camille & Danielle*.

– *Meet Danny*.

– *Meet Lance*.

– *Meet Scott*.

Gold, P., *Please don't say hello*.

Goodsell, Jane, *Katie's magic glasses*.

Gorman, Carol, *Chelsey and the Green-Haired Kid*, Houghton Mifflin Company, Boston, MA. (V) A suspenseful mystery about a spunky girl in a wheelchair and a boy with punk green hair. Chelsey witnesses a murder at a local basketball game. Reading level: grades 5 – 9, ages 10 – 14.

Gould, Marilyn, *Golden daffodils*, Harper, 1982. Janis Ward moves from a special school to a mainstreamed public school when she enters the fifth grade. She faces mixed feelings from her classmates. This story has many insights about mainstreaming and the difference between having a disability and allowing it to disable a person's life. The book deals with cerebral palsy, epilepsy and paraplegia. Reading level: grades 4 – 7.

Green, Phyliss, *Walkie talkie*.

Greenberg, P., *People aren't potatoes*.

Greenwald, Sheila, *Will the real Gertrude Hollings please stand up?*

Guccione, Leslie D., *Tell me how the wind sounds*, Scholastic, 1989. Amanda is 15 when she meets Jake on Clark's Island during the summer. This unique romance has a vivid setting, action and well-developed characters. The author incorporates signs, spoken dialogue, and thoughts by use of italics and quotation marks. Reading level: grades 7 – 9.

Hanlon, Emily, *The swing*.

Haskins, James, *Who are the handicapped?*

Henriod, L., *Grandma's wheelchair*.

Hermes, P., *What if they knew?*

Hirsch, K., *Becky*.

Hirsch, K., *My sister*.

Hunter, Edith, *Child of the silent night, story of Laura Bridgeman*.

Jones, Elizabeth Orton, *How far is it to Bethlehem?*

Just like anyone else: Living with disabilities. [videorecording]

Just like you and me. [videorecording]

Kamien, J., *What if you couldn't...? A book about special needs*.

Keats, Jack Ezra, *Apt. 3*, MacMillan, New York, 1971. Keats creates a haunting, sensitive story of two young boys who become friends with a man who is blind who has captured the secrets of life in his harmonica music.

Klein, Gerda, *The blue rose*.

Knowles, Anne, *Under the shadow*, Harper & Row, 1983. Cathy is 15 when she moves to Beamsters, a historic house in the English countryside. She becomes friends with Mark, a boy with muscular dystrophy who uses a wheelchair, and gets him involved in horseback riding. Reading level: upper-grade and middle school.

Kraus, R., *Leo the late bloomer*.

Krementz, J., *How it feels to fight for your life*.

Kuklin, S., *Thinking big*.

Kuler, Stephan, *Louis Braille*.

Larsen, H., *Don't forget Tom*.

Lasker, J., *He's my brother*.

Lasker, Joe, *Nick joins in*, Alber Whitman & Company, Chicago, IL, 1980. This is a book about a young boy who uses a wheelchair and is going to school for the first time after having been educated at home. Nick has questions about being accepted by his classmates; they have questions about him. He becomes the hero by rescuing the team ball in a unique way on the playground. Reading level: primary.

Levi, Dorothy Hoffman, *A very special friend*, Kendall Green Publications, Gallaudet University Press, Washington, D.C., 1989. (V) In this captivating full-color picture storybook, Frannie, who is six, meets Laura, who "talks" in sign language. Laura teaches Frannie sign language and by the end of the summer vacation, the two girls have become best friends.

Levine, Edna S., *Lisa and her soundless world*, Human Science Press, 1974. This story follows, from birth to grade school, a girl who is deaf. In simple language, it explains Lisa's silent world and its effect on her life and family.

Litchfield, Ada B., *A button in her ear*, Albert Whitman & Company, Morton Grove, IL, 1976. (V) A little girl relates how her hearing impairment is detected and her use of a hearing aid.

Litchfield, A.B., *A cane in her hand*.

Litchfield, A.B., *Words in our hands*.

Little, Jean, *Little by little*.

Little, Jean, *Mine for keeps*.

MacKinnon, Christy, *The silent observer*, Kendall Green Publications: An imprint of Gallaudet University Press, Washington, D.C. (V) This is a delightful memoir told as seen through the eyes of a lively child. It is a meaningful record of the life of a child who is deaf and her family in 19th century Nova Scotia, Canada.

MacLachlan, Patricia, *Through Grandpa's eyes*, Harper & Row, New York, NY, 1980. A highly crafted, sensitive portrait of the bond of love between grandson and grandfather. Because John's grandfather is blind, his unique way of seeing is an important part of the adventure they share.

Mack, N., *Tracy*.

Marek, Margot, *Different, not dumb*.

Martin, B. & Archambault, J., *Knots on a counting rope*.

Meyer, Donald J., Patricia F. Vadasy and Rebecca R. Fewell, *Living with a brother or sister with special needs, A book for sibs*, University of Washington Press, Seattle, WA, 1985. (V) Written for brothers and sisters of children with disabilities, this book answers many questions siblings have, including questions they might not feel comfortable asking their parents. Many siblings were interviewed to find out what questions needed to be answered.

Mills, Joyce, Ph.D., *Gentle willow: A story for children about dying*, Magination Press, New York, NY, 1993. (V) This is a story written for children who might not survive their illnesses, but it will also help all children deal with the death of friends, family or even pets. It is a loving and tender story that addresses emotions such as sadness, love, disbelief and anger.

Mills, Joyce, Ph.D, *Little Tree: A Story for Children with Serious Medical Problems*, Magination Press, New York, NY, 1992. (V) This spellbinding fable tells the moving story of a beautiful little tree whose limbs have been damaged in a storm. Originally written for a young girl about to undergo amputation, the meaning of the story will touch any child with severe illness, physical trauma or other serious health/ life challenges.

Montgomery, Elizabeth Reder, *The mystery of the boy next door*.

Muldoon, K. M., *Princess Pooh*.

Naylor, Phyllis, *Jennifer Jean, the Cross-Eyed Queen*, Lerner, Minneapolis, 1967. Older book but worth trying to find. In spite of the misgivings inspired by the title, this is an exceptional book. Jennifer Jean is a fiercely independent girl who confronts the teasing of classmates with confidence and creativity. Her reluctance to have her eyes corrected dramatizes her pride in being different. The corrective process is explained in clear and interesting detail. This book succeeds in providing information while preserving a strong story line.

Nollette, C. D., Lynch, T., Mitby, S., & Seyfried, D., *Having a brother like David*.

Ominsky, E., *Jon O.: A special boy*.

Peter, D., *Claire and Emma*.

Petersen, P., *Sally can't see*.

Peterson, J., *I have a sister – my sister is deaf*.

Powers, M.E., *Our teacher's in a wheelchair*.

Prall, Jo, *My sister's special*.

Pursell, M., *A look at physical handicaps*.

Quinn, Patricia, O., M.D., and Judith M. Stern, M.A., *Putting on the brakes, Young people's guide to understanding Attention Deficit Hyperactivity Disorder (ADHD)*, Magination Press, New York, NY, 1991. The authors combine simple text and glossary terms with photographs and illustrations to address frequent concerns of children with ADHD between the ages of 8 and 13. Simple tips are given to help children organize their time, improve study habits and test taking, and follow directions.

Rabe, Berniece, *The balancing girl*, E. P. Dutton, New York, 1981. This clever, engaging story of Margaret, who uses her passion for balancing objects to raise money in the school fair, introduces her wheelchair only once in the text: she "glides across the room," balancing a book on her head. But Margaret's wheelchair is featured naturally and casually in the colorful, effective accompanying illustrations.

Rabe, B., *Where's Chimp?*

Rankin, Laura, *The handmade alphabet*, Dial Books, New York, NY, 1991. (V) Twenty-six beautiful color drawings illustrate the alphabet. Each page shows a hand forming a letter of the manual alphabet, the written letter it represents, and an object beginning with that letter. The hands are all different - male and female, large and small.

Ranshawe, E., *Rachel*.

Raskin, E. *Spectacles*.

Reuter, M., *My mother is blind*.

Rosenberg, M.B., *My friend Leslie*.

Roy, Ron, *Move over! Wheelchairs coming through!*, Clarion Books, New York, NY, 1993. (V) Text and photographs present seven youngsters between the ages of 9 and 19 who use wheelchairs in their fully active lives at home, at school and on vacation.

Sanford, Doris and Graci Evans, *Don't look at me!: A child's book about feeling different*, Multnomah Press, 1986. (V) Everyone regards Patrick as a slow learner. After a while, Patrick begins to hate himself and feels he is worthless. Comfort and advice come from a strange and magical source (a lamb on his farm) and he learns the value of love and self-acceptance.

Sargent, S. & Wirt, D.A., *My favorite places*.

Saulnier, K., *Goldilocks and the three bears in signed English*.

Shalom, D.B., *Special kids make special friends*.

Shyer, M.F., *Welcome home, Jellybean*.

Siegel, Dorothy, *Winners: Eight special young people*.

Slapin, B., *Problem-solving cards*. [kit]

Smith, L.B., *A special kind of sister*.

Sobol, H.L., *My brother Steven is retarded*.

Sorenson, Jody, *The secret of mama cat*.

Spence, Eleanor, *The nothing place*.

Stein, S.B., *About handicaps: An open family book for parents and children together.*

Stepian, Jan, *The Alfred summer.*

Sullivan, M. B. *A show of hands.*

Sullivan, M. B., & Brightman, A. J., *Feeling free.*

Thompson, Mary, *My brother Matthew*, Woodbine House, Rockville, MD, 1992. (V) A realistic, compassionate tale about how family life typically focuses on the needs of the child with a disability, and the effects that can have on the other kids in the family. Siblings often need help understanding and adjusting to their brother's or sister's special needs. They may even resent the extra time and attention he or she receives, and wonder if life at home will ever be "normal" again.

Vance, Marguerite, *Windows for Rosemary*, E. P. Dutton, New York, NY, 1956. A delightful story of a girl who is blind who very much wants a typewriter for her birthday. It is powerfully written, with vivid descriptions as Rosemary sees deeply into her world.

Wapnick, S., *Friends after all...* (5 vols.)

Weiss, L., *Funny feet.*

Weissman, J., *All about me/Let's be friends.*

White, P., *Janet at school.*

Wolf, B., *Anna's silent world.*

Wolf, B., *Don't feel sorry for Paul.*

Wrightson, Patricia, *A racecourse for Andy.*

Yates, Elizabeth, *Sound friendships: The story of Wella and her hearing ear dog.*

Yolen, J., *The seeing stick.*

DISABILITY AWARENESS MONTH GUIDELINES FOR TEACHERS EVALUATING CHILDREN'S BOOKS

Children enjoy books with characters and events with which they can identify. When choosing books about people with disabilities, it is important to select those that portray people with disabilities in a positive way. When previewing books, use this guideline to select the most appropriate publications for your class.

1. Does the book have an interesting plot or is the disability the only theme? Choose books that show people with disabilities in the mainstream of life. The characters should be included in real situations that are relevant and enjoyable for children to read aloud.

2. Does the book deal with the whole person or just the disability? Often, books will focus on the character's disabilities rather than on the character himself/herself.

3. Is the individual shown as a capable person with strengths as well as needs? People with disabilities have abilities, strengths and individual interests.

4. Does the book foster positive attitudes toward others? Often, books about disabilities show pity towards people with disabilities and give them an image of being helpless people instead of capable people.

5. Does the book use "people first" language? "People first" language emphasizes the person and not the disability. For example, "a person who uses a wheelchair" instead of "a person confined to a wheelchair," and "a person with Cerebral Palsy" instead of "a Cerebral Palsy victim."

6. Does the book highlight similarities as well as show differences? A child with a disability is more like his/her peers than different.

7. Do the illustrations/photographs/graphics enhance and clarify the text? Young children are visually oriented. Attractive and interesting pictures are appealing to them.

8. Can children understand the book by looking at the pictures? Include books in your collection that children can look through, understand and enjoy on their own.

9. Does the book carry oversimplified generalizations or present stereotypes about persons with disabilities (objects of pity, dependent, isolated)? Be sensitive to the negative images of people with disabilities and avoid selecting books that perpetuate these stereotypes.

Information adapted from *New Friends: Mainstreaming Activities to Help Young Children Understand and Accept Individual Differences*, S. Heekin & P. Mengel, Chapel Hill, NC: Chapel Hill Training-Outreach Project, 1983.